

**Inspection under Section 10 of the
Schools Inspections Act 1996**

Cwm Glas Infant School

**Pant Glas
Llanbradach
Caerphilly
CF83 3PD**

School Number: 676/2339

Date of Inspection: 5 – 6 October 2004

by

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WO/15698**

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Cwm Glas Infants School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The school was inspected under new arrangements which include:

- The use of a new inspection framework;
- An emphasis on the school's own evaluation of its work; and
- A representative of the school staff, in this case the headteacher, who worked with the inspection team as a nominee.

Before the inspection, governors and staff produced a self-evaluation report that included their judgements on the work of the school. Inspectors used this report to chose areas to examine in order to confirm the accuracy of the school's judgements.

The inspection of Cwm Glas Infants School took place between 5 – 6 October 2004. An independent team of inspectors, led by Allan Fear undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents of the school.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term ‘Reception’ (R) refers to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage 1 of the national curriculum consists of Year 1 and Year 2: key stage 2 of Year 3 to Year 6: key stage 3 of Year 7 to Year 9: key stage 4 of Year 10 and Year 11 (which is the final year of compulsory education).

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Context

The nature of the provider

1. Cwm Glas Infants School is situated in the village of LLanbradach, three miles to the north of the town of Caerphilly. The school serves the village and a small estate and a small number of pupils come from outside the natural catchment area. Children are admitted to the school at the commencement of the term following their third birthday. At present there are 30 children attending the nursery class for the morning. During the inspection the school had an additional 58 pupils.
2. The catchment area is neither prosperous nor economically disadvantaged and no pupils are registered to receive free school meals. The school has pupils from across the full ability range. English is the day-to day language of the school and all pupils come from homes where English is the first language.
3. There are three full time members of staff, including the headteacher who does not have a full-time teaching responsibility. There is one part-time teacher based in the nursery class.
4. The school was last inspected in 1999. Since that time, additional resource areas have been developed and a new part-time teacher appointed to the nursery.

The school's priorities and targets

5. The school's major priorities and targets for 2004/2005 include:
 - developing pupils' thinking skills;
 - to improve the quality of planning for the key skills;
 - to improve the standards of achievement in design and technology;
 - to extend the provision of information technology in mathematics;
 - to improve standards of achievement in dance.

Summary and recommendations

6. Cwm Glas Infant School is a good school with outstanding features. It has continued to improve standards since the last inspection. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with some of the school's judgements about other areas of its work. Where there were differences in judgement the inspection considered that the school had underestimated the impact of its current strategies to improve pupils' achievements and the effect of the positive ethos of the school on pupils' learning.

7. **Table of grades awarded**

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

Standards

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
9. Early Years children make very good progress in their development of key, personal, social and learning skills.
10. Pupils' standards and progress in the key skills of speaking and listening, reading, writing, and using information and communications technology (ICT), across the curriculum are very good. Standards in the key skill of numeracy are good.
11. Pupils' bilingual competence shows very good progress through the school.

12. Pupils with special educational needs make very good progress and achieve the targets set for them.
13. Pupils show very good development in their creative skills, in their art work, three-dimensional work and through music and drama performances.
14. Pupils show very good development in their personal and social skills. They are able to work co-operatively, share ideas and support each other in their learning.
15. At the end of the key stage, in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were significantly above the LEA and national averages; all pupils achieved at least level 2 in all core subjects. Previous years results indicate performance consistently above LEA and national averages. When compared to similar schools, across Wales, results were above average levels. A significant proportion of pupils between 40% – 55% attain the higher levels, i.e. level 3, in the core subjects. There are no significant differences in the performance of boys and girls.
16. Pupils show clear progress in acquiring new knowledge, understanding and skills and make very good progress towards fulfilling their potential. While the school has introduced a programme, and a series of measures, to increase pupils' awareness of their strengths and weaknesses and what they need do to improve, this is still an area for further development.
17. Pupils' attitude to learning, the interest they show in their work and their ability to sustain concentration are very good. Learning is seen as purposeful and enjoyable.
18. Pupils are well behaved, understand what is expected of them and are considerate, courteous to each other, adults and visitors.
19. Throughout the school, pupils' understanding of equal opportunities issues is well developed. They recognise, understand and respect the diversity of beliefs within society. However, most pupils have an insufficient awareness of the many and varied cultural traditions in today's society.
20. The vast majority of pupils attend school regularly and are punctual at the start of the school day.
21. Through many visits into the local community, involvement in community activities in the school and links to the workplace pupils show a good understanding of their community and the world of work.

The quality of education and training

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

23. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. There is good provision for pupils' personal and social education. Pupils also benefit from opportunities to participate in a wide range of extra-curricular activities.
24. All teaching was at an appropriate level and was of a good pace, with a clear focus on learning objectives. There is good planning and the use of a variety of approaches and resources that match learning activities. Teachers have very good relationships with their pupils and have high expectations of them.
25. Assessment is used consistently to effectively inform planning and assist the setting of new challenges for the pupils. Teachers observe pupils' work and give very good guidance on how they can improve. Feedback to pupils through written or oral dialogue is helpful and informative. The standard of marking is very good. Comments on pupils' work include a clear indication of the strengths and areas where improvements can be made. There is a need, however, to continue to enhance pupils' awareness of the strengths and areas for improvement in their work and what they need to do to improve.
26. Teachers keep detailed records of pupils' achievements, including baseline assessments and performance in national tasks and other standardised assessments. Record-keeping systems are well focused and helpful.
27. Reports to parents comply with statutory requirements and follow a consistent format through the school.
28. A range of well co-ordinated learning experiences successfully promotes pupils' spiritual, moral, social and cultural development. Pupils demonstrate an appreciation of their surroundings and are developing good skills in learning to exercise initiative and take responsibility for their actions. Acts of collective worship reinforce pupils understanding of moral messages through role play and enable them to explore their own feelings through participation in moments of quiet contemplation.
29. Y Cwricwlwm Cymreig is a strong feature of the school and is planned as an integral part of the curriculum. A range of opportunities are in place to promote pupils' bilingual skills through regular speaking and listening activities in all classes.
30. Within an ethos of inclusion promoted by the school, the additional learning needs of all pupils are successfully met. Differentiated tasks are identified within planning. Pupils with special needs receive very good in-class support and in withdrawal sessions from their class teachers and adult support staff; sessions are well

planned and sensitively managed. Work is well matched to pupils' needs to enable them make good progress.

31. The quality of partnership with parents, community, school and colleges is good. The majority of parents are actively involved in supporting school activities. In the pre- inspection meeting and in the questionnaires received, parents expressed appreciation of the standards achieved by their children and the values promoted by the school.
32. The school demonstrates a sensitive awareness of the needs of all its pupils. The caring ethos and the inclusive nature of the school ensures that all pupils have opportunities to experience the whole curriculum. This is a strength of the school.
33. Provision for pupils with special educational needs (SEN) is very good. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the Code of Practice. Careful consideration is given to the needs of pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. The school is sensitive to issues of inclusion and this enables learning support assistants to assist staff in providing good quality support for pupils with special needs and allow them to fully access the curriculum. Emphasis is placed on the partnership between home and school in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment.
34. There are sound procedures in place for child protection. Overall responsibility is undertaken by the headteacher who has received training and staff are fully aware of the correct procedures. The school is appropriately supported by the relevant external agencies. Risk assessment arrangements are extensive and teachers are well aware of health and safety issues.
35. Through their support of charitable causes pupils are enabled to develop a clear understanding of others less fortunate than themselves. In cross-curricular topic work and through participation in assemblies, pupils learn the importance of fair-play and of respect for others. Aspects of cultural diversity are positively addressed through stories, music and art. This is an area identified by the school for further development.

Leadership and management

36. The quality of leadership shown by the headteacher is very good. Her management is very positive and gives a clear direction to the work of the school. There is a clear sense of purpose that promotes and sustains improvement with a clear sense of high expectations. The school operates in an environment based on mutual trust and understanding.
37. The school takes good account of national priorities and these are integrated into the strategic development of the school. Recent initiatives, such as the development of new ICT resources are helping pupils achieve higher standards in this aspect of the curriculum. Teachers have visited other schools, aided by

General Teaching Council of Wales (GCTW) initiatives, to expand their subject knowledge and introduce curriculum improvements. These visits have proved to be most beneficial.

38. The effective performance management initiative promotes teachers' professional development and helps to improve the quality of the school's provision. Individual staff are set clear objectives towards improved performance, are supported and receive appropriate training and receive feedback on their performance. Personal development discussions have been introduced for support members of staff to ensure an integrated approach to staff development. This ensured the development of a very good team spirit in all staff at the school.
39. The governing body is very supportive, well informed and fully involved in the life of the school. They have a clear understanding of their role and make a substantial contribution to strategic planning. Governors are fully involved in an evaluation of the quality of the school's work and, with the management of the school, have been involved in taking appropriate and effective decisions. The governing body fully meets all regulatory and legal requirements.
40. The headteacher, governors and staff are committed to improving standards and the quality of the learning experience pupils receive. All staff are involved in the self-evaluation process and the views of parents and pupils have also been taken into account.
41. The self-evaluation report, produced by the school before the inspection, is extensive, honest and clear. It identifies strengths and areas where improvements are needed.
42. The school improvement plan is a comprehensive planning document clearly setting out the school's priorities. The plan is carefully costed and includes time schedules and success criteria. The school has made a valid assessment, on the basis of analysis, of its needs, has set appropriate qualitative and quantitative targets and has initiated strategies that are operating effectively. Resources have been provided to meet the priorities.
43. The school has made good progress since the last inspection. The key issues have been addressed well.
44. A good range of materials and resources are effectively utilised by staff to support teaching and learning and provide pupils with purposeful experiences.
45. The governing body and headteacher review and prioritise resource needs in line with SDP targets. Spending decisions are closely matched to the school's priorities and overall the school provides very good value for money.

Recommendations

46. In order to improve the school in the areas inspected, the staff and governing body need to:
- maintain these good standards with outstanding features and improve further the areas judged to be good;
 - promote pupils' experiences and awareness of the diversity of cultural traditions in society;
 - enhance pupils' awareness of the strengths and areas for improvement in their work and what they need to do to improve.

The school and governing body through their self-evaluation report have identified the above recommendations as areas for development.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
48. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
49. Early years children make very good progress in their development of key, personal, social and learning skills. In the key skill of speaking and listening they make very good progress.
50. Pupils with special educational needs make very good progress and achieve the targets set for them.
51. Pupils' standards and progress in the key skills of speaking and listening, reading, writing, and using information and communications technology (ICT), across the curriculum are very good. Standards in the key skill of numeracy are good. Pupils make very good use of their key skills in all subjects and the curriculum and teaching is structured effectively to achieve this goal; this is a strength of the school and a very strong feature of pupils' work. Pupils speak clearly with increasing confidence and use an extensive vocabulary with good accuracy. A very good feature is the pupils' listening skills, in particular giving due attention to the views of their peers. Pupils' standards in bilingual competence show very good progress. The successful development of pupils' bilingual skills is a key feature of the school and bilingualism is effectively integrated into the life and work of the school. Pupils use ICT confidently to support their learning, such as modelling their ideas and to graphically represent their survey findings.
52. Pupils show very good development in their creative skills, in their art-work, three-dimensional work and through music and drama performances.
53. Pupils show very good development in their personal and social skills. They are able to work co-operatively, share ideas and support each other in their learning.
54. At the end of the key stage, in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science was significantly above the LEA and national averages; all pupils achieved at least level 2 in all core subjects. Previous years' results indicate performance consistently above LEA and national averages. When compared to similar schools, across Wales, results were above average levels. A significant proportion of pupils, between 40% – 55%, attain the higher levels, i.e level 3, in the core subjects. There are no significant differences in the performance of boys and girls.

55. Overall trends in performance over the last few years have been variable but show a broad pattern of continuous improvement.
56. Pupils show clear progress in acquiring new knowledge, understanding and skills and make very good progress towards fulfilling their potential. While the school has introduced a programme, and a series of measures, to increase pupils' awareness of their strengths and weaknesses and what they need do to improve, this is still an area for further development.
57. Pupils' attitude to learning, the interest they show in their work and their ability to sustain concentration are outstanding features. Pupils work hard in lessons and apply themselves conscientiously; they readily join in the range of activities provided, and show enthusiasm for their work. Learning is seen as purposeful and enjoyable.
58. Pupils are well behaved, understand what is expected of them and are considerate, courteous to each other, adults and visitors. Pupils move around the school in an orderly manner and exercise a high degree of self-discipline. Pupils freely talk to visitors and are eager to talk of their achievements and abilities; they show a high degree of confidence and personal self-esteem which is continually nurtured by the school. The responsible attitude of pupils has a positive impact on the progress they make in their learning.
59. The average attendance for the three terms before the inspection was 92%. Most pupils attend school regularly and are punctual at the start of the school day.
60. Pupils take an active part in the life and work of the school and show by their attitudes that they see themselves as part of a community in which they support each other. Pupils are able to plan and organise their work without constant supervision.
61. Pupils progress well in their personal, moral, social and wider development; in their ability to work with others, show concern, take responsibility for their actions and show honesty and fairness.
62. Throughout the school, pupils' understanding of equal opportunities issues is well developed. They recognise, understand and respect the diversity of beliefs within society. However, most pupils have an insufficient awareness of the many and varied cultural traditions in today's society. Through many visits into the local community, involvement in community activities in the school and links to the workplace, pupils show a good understanding of their community and the world of work.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

63. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2.
64. The inspection team observed a range of National Curriculum subjects.
65. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

66. All teaching was at an appropriate level and was of a good pace, with a clear focus on learning objectives. There is good planning and the use of a variety of approaches and resources that match learning activities. Teachers have very good relationships with their pupils and have high expectations of them.
67. Systems for induction to new classes are effective. Teachers establish class rules and routines and pupils settle quickly at the start of the new school year.
68. In many of the lessons observed, the teaching had outstanding features. These included:
- as a result of a very good understanding of pupils' aptitudes and needs, a very good match of questions and activities to meet those needs and aptitudes and in making learning accessible to all pupils;
 - very effective use of a wide range of resources, including information and communication technology (ICT), to stimulate interest, clarify concepts and develop further understanding;
 - lessons that are well structured with clear and often stimulating introductions, a good range of tasks for pupils and plenary sessions where the learning is summarised. Teaching time is used effectively. Plenary sessions and the commencement of lessons are used effectively to assess pupils' understanding and inform the planning of future lessons; teachers interact well with pupils to gauge progress and set targets for improvement.
 - well-managed and organised classes. Clear parameters for acceptable behaviour are systematically reinforced and pupils reminded about these when the need arises. A good range of systems for organising pupils are employed as they work. Paired activities, where pupils need to collaborate on a set task, were particularly effective during the inspection.

- the setting of challenging tasks and giving pupils the necessary support to enable them to tackle these successfully. Many pupils consequently develop very good learning skills and are able to understand and apply a wide range of subject-specific vocabulary.
 - very skilled fostering of pupils' bilingual competence, through careful consolidation and reinforcement, as well as encouragement in a wide range of contexts both curriculum and social.
69. Assessment is used consistently to effectively inform planning and assist the setting of new challenges for the pupils. Teachers observe pupils' work and give very good guidance on how they can improve. Feedback to pupils through written or oral dialogue is helpful and informative. The standard of marking is very good. Comments on pupils' work include a clear indication of the strengths and areas where improvements can be made. There is a need, however, to continue to enhance pupils' awareness of the strengths and areas for improvement in their work and what they need to do to improve.
70. Teachers keep detailed records of pupils' achievements, including baseline assessments and performance in national tasks and other standardised assessments. Record-keeping systems are well focused and helpful.
71. Reports to parents comply with statutory requirements and follow a consistent format through the school. They provide good detail about progress generally and in national curriculum subjects and indicate awareness of pupils' personalities and their personal and social development. Each report receives individual comment by the head teacher, which endorses or emphasises points made by the class teacher.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
73. The school effectively provides pupils with equal access to a broad and balanced curriculum. Pupils enjoy a range of planned activities and a diversity of experiences which are matched appropriately to their stage of development and particular learning needs.
74. The breadth and balance of learning opportunities identified in teachers' planning ensures a coherent progression across the key stage. Liaison between staff ensure that teaching and learning experiences identified within the schemes of work are successfully transferred into short term planned activities to provide effective and enriching learning experiences for pupils.
75. Within an ethos of inclusion promoted by the school, the additional learning needs of all pupils are successfully met. Differentiated tasks are identified within planning. Pupils with special needs receive very good in-class support and in withdrawal sessions from their class teachers and adult support staff; sessions are well planned and sensitively managed. Work is well matched to pupils' needs to enable them make good progress.
76. Through a range of learning experiences pupils are effectively enabled to apply, consolidate and refine basic and key skills. The school is in the process of further planning a co-ordinated approach to the development of Key Skills.
77. A programme of visits to places of interest, visiting speakers including imaginative projects with poets and artists, community links and participation in out of school musical events are pleasurable occasions and provide good quality experiences. These effectively extend the curriculum and contribute substantially to the educational standards achieved. There are established links with local businesses who have provided funding for various projects. This is an area identified by the school for further development. One member of staff has benefited from an industrial placement.
78. A range of well co-ordinated learning experiences successfully promotes pupils' spiritual, moral, social and cultural development. Pupils demonstrate an appreciation of their surroundings and are developing good skills in learning to exercise initiative and take responsibility for their actions. Acts of collective worship reinforce pupils' understanding of moral messages through role play and enable them to explore their own feelings through participation in moments of quiet contemplation.
79. The curriculum complies with legal requirements and the school makes good provision for pupils personal and social education.

80. The quality of partnership with parents, community, school and colleges is good. The majority of parents are actively involved in supporting school activities. In the pre-inspection meeting and in the questionnaires received parents expressed appreciation of the standards achieved by their children and the values promoted by the school.
81. There are effective links with surrounding schools. The school is in partnership with an initial teacher training university and provides very good quality training and work experience for student teachers.
82. Communication with parents is very effective. Their views are sought through questionnaires. The school responds positively to their views and initiatives such as the parent association sessions are introduced. Parents are informed about the work to be covered at the start of the term to enable them to better support their children's learning. The prospectus and annual governors' report fully meet requirements and regular newsletters keep parents well informed about school life.
83. The school makes good provision to ensure the personal and social development of pupils and successfully promotes its policy through a range of learning initiatives across the curriculum. A recent initiative on recycling has enabled pupils improve their understanding of caring for the environment and the importance of sustainable development.
84. Pupils develop their knowledge and understanding of the culture and heritage of Wales through an appropriate range of cross-curricular experiences. Their bilingual skills are consistently and effectively consolidated in other subjects throughout the school day.
85. The school demonstrates a sensitive awareness of the needs of all its pupils. The caring ethos and the inclusive nature of the school ensures that all pupils have opportunities to experience the whole curriculum. This is a strength of the school.

Key question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
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86. The findings of the inspection team differ from the school's evaluation in that the school judged this key question as Grade 2.
87. Within a welcoming and secure community pupils are enabled to experience and explore a variety of learning opportunities. In response to the encouragement of teachers, support staff and adult helpers, pupils develop self-confidence and independence in their learning.
88. Induction programmes for early years pupils provide effective support for their introduction to school life. As a consequence, pupils in the reception classes very quickly become familiar with school routines, facilities and personnel.
89. There are well-documented procedures for ensuring pupils' health, safety and general well being which are effectively and sensitively implemented. Accident and emergency procedures are addressed in the appropriate policies. Registration is recorded appropriately and attendance and punctuality are carefully monitored.
90. Relationships with parents are good, and as indicated from pre-inspection questionnaires, parents are appreciative that any concerns brought to the attention of the school are dealt with effectively and quickly. Good quality information is provided for parents. Regular meetings and very good daily informal contact helps parents to support their children and become an integral part of the learning process.
91. Teaching staff, support staff and adult helpers know and care for the pupils well and ensure that the support afforded them enables them to cope with new challenges and contributes to raising their achievement.
92. There are sound procedures in place for child protection. Overall responsibility is undertaken by the headteacher who has received training and staff are fully aware of the correct procedures. The school is appropriately supported by the relevant external agencies.
93. Provision for pupils with special educational needs (SEN) is very good. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the Code of Practice. Careful consideration is given to the needs of pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. The school is sensitive to issues of inclusion and this enables learning support assistants to assist staff in providing good quality support for pupils with special needs and allow them to fully access the curriculum. Emphasis is placed on the partnership between home and school in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment.

94. Within a supportive environment new pupils are welcomed and gently encouraged to approach new experiences at their own pace. The personal sense of care and security given to children in the early years on entry is enhanced by the hand to hand transfer at the start and end of school sessions. Routines which encourage developing independence are securely established. The school provides effective 'wrap around' child care nursery provision for children in the afternoons.
95. The school's personal, social and health programme encourages pupils to develop a tolerance and understanding of the needs of others and successfully focuses on the development of a healthy school and life style, which includes healthy eating guidance.
96. The school has a range of clear, pertinent policies to support pupils' learning needs including a policy for the promotion of race equality.
97. The school has taken all reasonable action to ensure that disabled pupils have equal and assured access to the full curriculum and ethos of the school
98. Through their support of charitable causes pupils are enabled to develop a clear understanding of others less fortunate than themselves. In cross-curricular topic work and through participation in assemblies, pupils learn the importance of fair-play and of respect for others. Aspects of cultural diversity are positively addressed through stories, music and art. This is an area identified by the school for further development.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

99. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report. The school has underestimated the effectiveness of the leadership of the school.
100. The quality of leadership shown by the headteacher is very good. Her management is very positive and gives a clear direction to the work of the school. There is a clear sense of purpose that promotes and sustains improvement with a clear sense of high expectations. The school operates in an environment based on mutual trust and understanding.
101. Shared aims and values, which promote equality for all, are well reflected in the work of the school. The headteacher and staff have ensured that the school has developed a capacity to reflect critically on what is being done and how it can be improved.
102. The school takes good account of national priorities and these are integrated into the strategic development of the school. Recent initiatives, such as the development of new ICT resources are helping pupils achieve higher standards in this aspect of the curriculum. Teachers have visited other schools, aided by General Teaching Council of Wales (GCTW) initiatives, to expand their subject knowledge and introduce curriculum improvements.
103. The development of a school council is helping pupils to contribute to and influence directly the decisions that affect them. The school has developed a variety of approaches to help pupils have more involvement in the wider aspects of the school as well as contributing to their understanding of citizenship.
104. Self-evaluation and target setting are well developed in the school. Subjects are monitored and evaluated and findings shared with colleagues.
105. The effective performance management initiative promotes teachers' professional development and helps to improve the quality of the school's provision. Individual staff are set clear objectives towards improved performance, are supported and receive appropriate training and receive feedback on their performance. Personal development discussions have been introduced for support members of staff to ensure an integrated approach to staff development. This has ensured the development of a very good team spirit in all staff at the school.
106. The governing body is very supportive, well informed and fully involved in the life of the school. They have a clear understanding of their role and make a substantial contribution to strategic planning. Governors are fully involved in an evaluation of the quality of the school's work and, with the management of the school, have been

involved in taking appropriate and effective decisions. The governing body fully meet all regulatory and legal requirements.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

107. Overall, the findings of the inspection team differ from the judgement made by the school; the school judged this key question as Grade 2.
108. The headteacher, governors and staff are committed to improving standards and the quality of the learning experience pupils receive. All staff are involved in the self-evaluation process and the views of parents have also been taken into account.
109. Staff in the school have been able to use the information gained from the self-evaluation arrangements to implement effective strategies for the improvement of standards. Subject co-ordinators have been involved in ensuring progression and continuity in the subjects for which they have responsibility, for example the devising of key skills planning.
110. The school improvement plan is a comprehensive planning document clearly setting out the school's priorities. The plan is carefully costed and includes time schedules and success criteria. The school has made a valid assessment, on the basis of analysis, of its needs, has set appropriate qualitative and quantitative targets and has initiated strategies that are operating effectively. Resources have been provided to meet the priorities.
111. A detailed analysis is made of pupils' assessment results, including the results of baseline assessment in the Early Years. The school has made good use of this analysis to improve teaching and learning. Pupils are set challenging targets and there is a culture of high expectation.
112. Performance management is beginning to have a positive impact on the school. The headteacher is purposefully leading a self-critical culture that is contributing to the identification of the professional needs of all staff.
113. The self-evaluation report, produced by the school before the inspection, is extensive, honest and clear. It identifies strengths and areas where improvements are needed.
114. In most respects, the inspection team agreed with the school's identification of its strengths and areas for improvement. The inspection team agreed with the judgements made by the school in three of the seven key questions. Where there was a difference in judgement, the inspection team awarded a higher grade. The discrepancy is due to the school's underestimation of the impact of its current strategies to improve standards and the effect of the positive ethos of the school on pupils' learning.
115. The school has made good progress since the last inspection. The key issues have been addressed well.

Key question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
117. The school is appropriately staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide the school with a range of skills and experience. Staff have a clear understanding of their role and are positively involved in whole school approaches to planning, implementation and monitoring. Subject expertise is readily shared and disseminated.
118. Staff development is well organised, focused and evaluated. Training in the form of in-service courses is appropriately linked to priorities within the school development plan. There is an ethos of commitment and enthusiasm to undertake continuing professional development. Subject leadership and teamwork between staff is a strong feature of the school.
119. Learning support staff work purposefully in partnership with class teachers to contribute effectively to pupils' learning. Teachers, support staff and adult helpers work as an integrated team to enhance the quality of education for all pupils.
120. The school is bright, clean and provides a welcoming environment. Attractive and imaginative displays of pupils' work enhance the school's interior and are a reflection of the quality curriculum provided for pupils. The quality and extent of accommodation is good for the number of pupils on roll and enables the school to meet its aim of providing a broad and balanced curriculum. An updated demountable classroom has provided improved accommodation and the best use is made of the available space. Outdoor areas, suitably marked for games provide a stimulating and well maintained learning environment. The school is currently in the process of addressing accessibility plans.
121. Classroom accommodation for the nursery is spacious and enables children attain regular access to outdoor play and large play equipment.
122. A good range of materials and resources are effectively utilised by staff to support teaching and learning and provide pupils with purposeful experiences. Staff audit provision on a regular basis and replace resources as necessary. These are of good quality and are accessible to staff and pupils. 'Friends of the School' support the school in the purchase of any additional resources required.
123. There is a well equipped library area which provides further opportunities for shared learning. Computers set aside in a specified area as well as additional computers in classrooms are well utilised to support learning across the curriculum. Good use is made of the interactive whiteboard for work across other subject areas, although this proved technically difficult during the inspection. The governing body and headteacher review and prioritise resource needs in line with SDP targets.

124. Outside play areas, the community and the local environment are effectively utilised as extended classrooms to enrich pupils learning. A planned programme of visits and visitors consolidates pupils' understanding of the world around them.
125. Spending decisions are closely matched to the school's priorities and overall, the school provides very good value for money.

School's response to the inspection

Staff and governors have considered the inspection outcomes and agree that they fairly reflect the work and ethos of the school. Judgements and observations of the Inspection team are in line with those made by the school staff and governing body.

Inspectors were thorough, courteous and professional at all times. They arrived at agreed views after much discussion and took time to find evidence and corroborate judgements.

The Inspection team recognised pupils' positive attitudes to learning and behaviour. They also recognised the high standards of teaching and support given by teachers and support staff and acknowledged that the governing body is very supportive, well-informed and fully involved in the work of the school. Staff are delighted that the Inspection team felt that the school has a sense of purpose that promotes and sustains improvement with a clear sense of high expectations. Inspectors commented on the quality of partnership with parents and the community and that the school has an inclusive nature and a caring ethos.

The school is not complacent and will strenuous efforts to meet the recommendations put forward by the Inspection team. Staff are confident that they can work together with pupils, governors and parents to implement the recommendations during this academic year and the next.

At Cwm Glas Infants School we aim to provide an environment that is caring, safe, secure and intellectually challenging for pupils. The Inspection report has identified that staff are working conscientiously and consistently to meet this aim and pupils are making very good progress towards fulfilling their potential. Staff will make every effort to maintain the good standards with outstanding features and improve further the areas judged to be good. We will strive to give pupils a wealth of experiences to further promote their awareness of the diversity of cultural traditions in society.

Staff and governors would like to thank the Inspectors for their co-operation, integrity and professionalism. Staff agreed that the Inspection was a positive experience and that pupils will benefit from the recommendations identified.

Appendix A

Basic information about the school

Name of School	Cwm Glas Infant
School type	Community
Age -range of pupils	3 - 7
Address of school	Pant Glas LLanbradach Caerphilly
Post-Code	CF83 3PD
Telephone Number	01222 852515

Headteacher	Mrs K.M.Hughes
Date of appointment	May 1994
Chair of Governors/ Appropriate Authority	Mrs Karen Crothers
Registered Inspector	Mr. Allan Fear
Dates of inspection	5 October – 6 October 2004

Appendix B

School data and indicators

Number of pupils in each year group					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	15.5	21	19	18	73.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Pupil : teacher (fte) ratio (excluding nursery and special classes)	29 :1
Pupil : adult (fte) ratio in nursery classes	10 :1
Pupil : adult (fte) ratio in special classes	na :1
Average class size, excluding nursery and special classes	29
Teacher (fte) : class ratio	1.3 :1

Percentage attendance for three complete terms prior to the inspection			
	N	R	Rest of school
Summer 2004	na	95	93
Spring 2004	na	95	95
Autumn 2003	na	96	94

Percentage of pupils entitled to free school meals	0%
Number of pupils excluded during 12 months prior to inspection.	0

Appendix C

National Curriculum Assessment Results 2004

National Curriculum Assessment KS 1 Results: 2004			Number of pupils in Y2: 18						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
English	Teacher Assessment	School					61	39	0
		National			4	13	63	20	0
Mathematics	Teacher Assessment	School					44	56	0
		National			2	11	63	24	0
Science	Teacher Assessment	School					33	67	0
		National			2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) by teacher assessment

In the school:	100	In Wales:	80.2
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Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for 5 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 47 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- 17 lessons or part sessions were observed.
- A sample of pupils' work from across the ability range in each year group and class was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Allan Fear Registered inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6
Mrs Gwyneth Rees	Key questions 3, 4 and 7
Mrs Caterina Lewis Lay Inspector	Contributions to key questions 1,3, 4 and 7

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils, for their co-operation and courtesy throughout the inspection.

This inspection was undertaken by:

ACES School Inspections
University of Wales, Newport,
School of Education,
Caerleon Campus,
P.O.Box 179,
Newport.
NP18 3YG

**Inspection under Section 10 of the
Schools Inspections Act 1996**

Cwm Glas Infant School

A Summary Report for Parents

Date of Inspection: 5 – 6 October 2004

by

Allan Fear

Registered Inspector No: WO/15698

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Cwm Glas Infants School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Cwm Glas Infants School took place between 5 – 6 October 2004. An independent team of inspectors, led by Allan Fear undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Summary and recommendations

Cwm Glas Infant School is a good school with outstanding features. It has continued to improve standards since the last inspection. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with some of the school's judgements about other areas of its work. Where there were differences in judgement the inspection considered that the school had underestimated the impact of its current strategies to improve pupils' achievements and the effect of the positive ethos of the school on pupils' learning.

Table of grades awarded

The inspection team judged the school's work as follows:

<i>Key question</i>	<i>Inspection grade</i>
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

Standards

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

Early Years children make very good progress in their development of key, personal, social and learning skills.

Pupils' standards and progress in the key skills of speaking and listening, reading, writing, and using information and communications technology (ICT), across the curriculum are very good. Standards in the key skill of numeracy are good.

Pupils' bilingual competence shows very good progress through the school.

Pupils with special educational needs make very good progress and achieve the targets set for them.

Pupils show very good development in their creative skills, in their art work, three-dimensional work and through music and drama performances.

Pupils show very good development in their personal and social skills. They are able to work co-operatively, share ideas and support each other in their learning.

At the end of the key stage, in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were significantly above the LEA and national averages; all pupils achieved at least level 2 in all core subjects. Previous years results indicate performance consistently above LEA and national averages. When compared to similar schools, across Wales, results were above average levels. A significant proportion of pupils between 40% – 55% attain the higher levels, i.e. level 3, in the core subjects. There are no significant differences in the performance of boys and girls.

Pupils show clear progress in acquiring new knowledge, understanding and skills and make very good progress towards fulfilling their potential. While the school has introduced a programme, and a series of measures, to increase pupils' awareness of their strengths and weaknesses and what they need do to improve, this is still an area for further development.

Pupils' attitude to learning, the interest they show in their work and their ability to sustain concentration are very good. Learning is seen as purposeful and enjoyable.

Pupils are well behaved, understand what is expected of them and are considerate, courteous to each other, adults and visitors.

Throughout the school, pupils' understanding of equal opportunities issues is well developed. They recognise, understand and respect the diversity of beliefs within society. However, most pupils have an insufficient awareness of the many and varied cultural traditions in today's society.

The vast majority of pupils attend school regularly and are punctual at the start of the school day.

Through many visits into the local community, involvement in community activities in the school and links to the workplace pupils show a good understanding of their community and the world of work.

The quality of education and training

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. There is good provision for pupils' personal and social education. Pupils also benefit from opportunities to participate in a wide range of extra-curricular activities.

All teaching was at an appropriate level and was of a good pace, with a clear focus on learning objectives. There is good planning and the use of a variety of approaches and resources that match learning activities. Teachers have very good relationships with their pupils and have high expectations of them.

Assessment is used consistently to effectively inform planning and assist the setting of new challenges for the pupils. Teachers observe pupils' work and give very good guidance on how they can improve. Feedback to pupils through written or oral dialogue is helpful and informative. The standard of marking is very good. Comments on pupils' work include a clear indication of the strengths and areas where improvements can be made. There is a need, however, to continue to enhance pupils' awareness of the strengths and areas for improvement in their work and what they need to do to improve.

Teachers keep detailed records of pupils' achievements, including baseline assessments and performance in national tasks and other standardised assessments. Record-keeping systems are well focused and helpful.

Reports to parents comply with statutory requirements and follow a consistent format through the school.

A range of well co-ordinated learning experiences successfully promotes pupils' spiritual, moral, social and cultural development. Pupils demonstrate an appreciation of their surroundings and are developing good skills in learning to exercise initiative and take responsibility for their actions. Acts of collective worship reinforce pupils' understanding of moral messages through role play and enable them to explore their own feelings through participation in moments of quiet contemplation.

Y Cwricwlwm Cymreig is a strong feature of the school and is planned as an integral part of the curriculum. A range of opportunities are in place to promote pupils' bilingual skills through regular speaking and listening activities in all classes.

Within an ethos of inclusion promoted by the school, the additional learning needs of all pupils are successfully met. Differentiated tasks are identified within planning. Pupils with special needs receive very good in-class support and in withdrawal sessions from their class teachers and adult support staff; sessions are well planned and sensitively managed. Work is well matched to pupils' needs to enable them make good progress.

The quality of partnership with parents, community, school and colleges is good. The majority of parents are actively involved in supporting school activities. In the pre-inspection meeting and in the questionnaires received, parents expressed appreciation of the standards achieved by their children and the values promoted by the school.

The school demonstrates a sensitive awareness of the needs of all its pupils. The caring ethos and the inclusive nature of the school ensures that all pupils have opportunities to experience the whole curriculum. This is a strength of the school.

Provision for pupils with special educational needs (SEN) is very good. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the Code of Practice. Careful consideration is given to the needs of pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. The school is sensitive to issues of inclusion and this enables learning support assistants to assist staff in providing good quality support for pupils with special needs and allow them to fully access the curriculum. Emphasis is placed on the partnership between home and school in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment.

There are sound procedures in place for child protection. Overall responsibility is undertaken by the headteacher who has received training and staff are fully aware of the correct procedures. The school is appropriately supported by the relevant external agencies. Risk assessment arrangements are extensive and teachers are well aware of health and safety issues.

Through their support of charitable causes pupils are enabled to develop a clear understanding of others less fortunate than themselves. In cross-curricular topic work and through participation in assemblies, pupils learn the importance of fair-play and of respect for others. Aspects of cultural diversity are positively addressed through stories, music and art. This is an area identified by the school for further development.

Leadership and management

The quality of leadership shown by the headteacher is very good. Her management is very positive and gives a clear direction to the work of the school. There is a clear sense of purpose that promotes and sustains improvement with a clear sense of high expectations. The school operates in an environment based on mutual trust and understanding.

The school takes good account of national priorities and these are integrated into the strategic development of the school. Recent initiatives, such as the development of new ICT resources are helping pupils achieve higher standards in this aspect of the curriculum. Teachers have visited other schools, aided by General Teaching Council of Wales (GCTW) initiatives, to expand their subject knowledge and introduce curriculum improvements. These visits have proved to be most beneficial.

The effective performance management initiative promotes teachers' professional development and helps to improve the quality of the school's provision. Individual staff are set clear objectives towards improved performance, are supported and receive appropriate training and receive feedback on their performance. Personal development discussions have been introduced for support members of staff to ensure an integrated approach to staff development. This ensured the development of a very good team spirit in all staff at the school.

The governing body is very supportive, well informed and fully involved in the life of the school. They have a clear understanding of their role and make a substantial contribution to strategic planning. Governors are fully involved in an evaluation of the quality of the school's work and, with the management of the school, have been involved in taking appropriate and effective decisions. The governing body fully meets all regulatory and legal requirements.

The headteacher, governors and staff are committed to improving standards and the quality of the learning experience pupils receive. All staff are involved in the self-evaluation process and the views of parents and pupils have also been taken into account.

The self-evaluation report, produced by the school before the inspection, is extensive, honest and clear. It identifies strengths and areas where improvements are needed.

The school improvement plan is a comprehensive planning document clearly setting out the school's priorities. The plan is carefully costed and includes time schedules and success criteria. The school has made a valid assessment, on the basis of analysis, of its needs, has set appropriate qualitative and quantitative targets and has initiated strategies that are operating effectively. Resources have been provided to meet the priorities.

The school has made good progress since the last inspection. The key issues have been addressed well.

A good range of materials and resources are effectively utilised by staff to support teaching and learning and provide pupils with purposeful experiences.

The governing body and headteacher review and prioritise resource needs in line with SDP targets. Spending decisions are closely matched to the school's priorities and overall the school provides very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- maintain these good standards with outstanding features and improve further the areas judged to be good;
- promote pupils' experiences and awareness of the diversity of cultural traditions in society;
- enhance pupils' awareness of the strengths and areas for improvement in their work and what they need to do to improve.

The school and governing body through their self-evaluation report have identified the above recommendations as areas for development.

The inspection team would like to thank the governors, headteacher, staff and pupils, for their co-operation and courtesy throughout the inspection.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the Report showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.